

767. HEALTH STANDARDS.

01. Health Education. Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions.

02. Instruction In Human Sexuality. Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code:

- a. Section 33-1608, Idaho Code – Family life and sex education – legislative policy.
- b. Section 33-1609, Idaho Code – “Sex education” defined.
- c. Section 33-1610, Idaho Code – Involvement of parents and community groups.
- d. Section 33-1611, Idaho Code – Excusing children from instruction in sex education.

e. Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome).

840. HEALTH STANDARDS. – GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

841. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle.	i. Design a personal plan to maintain a healthy body through healthy dietary habits and regular physical activity on the body systems. ii. Use nutritional information to design a healthy diet (product labels and established dietary guidelines). iii. Explain the immediate and long-term benefits of nutrition and physical activity on the body systems.
	b. Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury).	i. Describe physical and mental changes that occur during life. ii. Identify and recognize the challenges of individuals with disabilities.
	c. Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle.	i. Recognize how sexual decisions are influenced by external pressures (community, media, peers). ii. Describe human fetal development from conception through birth. iii. Identify social, emotional, intellectual and economic aspects of sexual relationships. iv. Identify threats to personal safety (incest, rape, date rape). v. Identify and recognize abstinence as the surest method to prevent pregnancy and STDs.

	d. Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures.	i. Identify behaviors and situations that impair personal safety and require intervention (injuries and other crises). ii. Identify the appropriate responses to life threatening and non-life threatening emergencies (CPR, Heimlich maneuver, emergency medical systems, first aid). iii. Identify the local support systems concerning personal safety (family, teachers, emergency response personnel, American Red Cross, religious advisors, friends, counselors). iv. Describe and compare health and safety methods that reduce risks (wearing seat belts, wearing helmets, using sunscreen).
	e. Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.	i. Describe the causes, preventive methods and available treatment for chronic diseases (heart disease, stroke, cancer, diabetes). ii. Describe the causes of infectious diseases (hepatitis, STDs, colds, flu, mumps, measles). iii. Identify way that infectious diseases are spread, the means of prevention, and available treatment options.
	f. Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research).	i. Analyze how public health policies and governmental regulations influence wellness and disease prevention. ii. Identify sources and causes of environmental health risks (air, soil, sun, water, noise, food, chemicals). iii. Explain interrelationships between the environment, individual, and community health.
		iv. Describe how individuals, communities, and governments can prevent and correct health threatening environmental problems through the use of recycling, restaurant inspections, and OSHA standards. v. Analyze how prevention and control of health problems are influenced by research and health care advances (immunization and health research).

842. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress).	<ul style="list-style-type: none"> i. Explain how STDs are caused, transmitted, treated, and prevented. ii. List early symptoms and long-term consequences of STDs. iii. Explain the physical, social, ethical, emotional, intellectual, and economic consequences of sexual activity (unplanned pregnancy, quality of life, child abuse, goals, self-esteem, STDs). iv. Analyze how family, peers, and media influence sexual decision-making (critique TV ads, social norm development, and family interpersonal communications). v. Identify and evaluate the effectiveness of prevention methods (including abstinence) in relation to pregnancy and STDs.
	b. Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency).	<ul style="list-style-type: none"> i. Evaluate how the use, misuse, and abuse of alcohol and other drugs contribute to health problems, accidents, crime, and suicide. ii. Recognize that alcohol, tobacco, and other drug dependencies are preventable and treatable disease/ conditions and identify appropriate community resources. iii. Explain how alcohol, tobacco, and other drug dependencies are preventable and treatable diseases/ conditions and identify appropriate community resources. iv. Explain the effects of drug interactions on the human body (prescription and non-prescription/over-the-counter, legal, illegal drugs). v. Identify positive alternatives to substance use, misuse, and abuse. vi. Analyze the relationship of dependency, tolerance, and withdrawal. vii. Explain Idaho laws regarding the unlawful use of chemical substances.

	c. Evaluate the impact of risky behaviors on personal and community health.	i. Discuss the leading causes of teen mortality and formulate methods of prevention (accidents, suicide, homicide). ii. Compare how alcohol, tobacco, and other drug use and non-use impact personal goals, economics, educational opportunities, and occupational choices. iii. Determine how one's genetics and health choices contribute to disease (heredity, physical inactivity, hygiene, nutrition, stress, environment, infection). iv. Explain how the cumulative effects of poor health choices impact the physical, emotional, financial, and legal well being of the individual, family, and community.
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843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Analyze the causes and effects of conflict in schools, families, workplaces, and communities.	i. Explain what is meant by the terms "harassment," "hazing," "peer pressure," "gangs," "violence," and "weapons." ii. Develop action plans to deal with inter-personal conflicts.
	b. Demonstrate and evaluate communication skills that enhance intra-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution).	i. Identify factors that promote a positive self-image (positive self-talk, respect for self, respect for authority, respect for others, recognition of the right to be assertive). ii. Identify ways of resisting persuasive tactics in regards to self-defeating behaviors (negotiating, using refusal, decision-making skills).
	c. Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society.	i. Demonstrate various strategies for enhancing interpersonal relationships (collaboration, negotiation, decision-making, refusal skills, conflict resolution).

844. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research).	i. Identify health services and information that are proven, unproven, or fraudulent. ii. Explain the concept of the Patient's Bill of Rights.

	b. Evaluate resources from home, school, library, and the community that provide valid health care information.	i. Match various health care needs and problems with associated local health care service agencies, clinics, and other advisory services. ii. Compare and contrast local community resources that provide health information and services (family, school, church, friends, counselors, hospitals, emergency response personnel, recreation centers, pharmacies). iii. Apply critical thinking skills to analyze marketing and advertising methods for influencing health care choices.
	c. Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use).	i. Apply critical thinking skills to analyze marketing and advertising methods for influencing health choices (food, medicines, products). ii. Identify, recognize and discuss favorable and unfavorable health care practices that are directly affected by a variety of persuasive sources (peers, media, advertising). iii. Evaluate how values, attitudes, and beliefs impact consumer choices about health care issues.
	d. Analyze the cost and accessibility of health care services.	i. Differentiate between short and long-term health care services (inpatient, outpatient, emergency, alternative services). ii. Identify the cost and benefits of various health plans (Preferred Provider Organization (PPO), Health Maintenance Organization (HMO), traditional and alternative health care services).

845. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout).	i. Differentiate between mental, emotional, and physical causes of stress. ii. Identify positive techniques that help one deal with stress. iii. Develop a stress management program.
	b. Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide).	i. Discuss the stages of the grieving process and methods of coping. ii. Identify positive coping behaviors for dealing with life change situations (moving, change in employment, divorce, death, rape, incest, abuse, suicide). iii. Discuss the interrelationship between mental and emotional health. iv. Identify and develop a personal support system for mental and emotional health (home, school, community resources). v. Assess situations (when and where) in which one should seek help for oneself or others.